

Accessing models of library instruction: a case of NTU Libraries

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Discover **NTU**
Libraries

Overview

- **About**
- **Collaborative Information Literacy Programme Model**
 - About
 - Review
- **Library Instructional Matrix V.1**
 - About, Objectives, Features
 - Review
- **Matrix V.2**
 - About
- **Reflections**
- **Moving forward**

About NTU



NTU is an internationally reputed research-intensive tertiary institution. Our broad-based education covers science and technology, business and the arts, entrepreneurial and leadership skills to prepare students for the global working world.

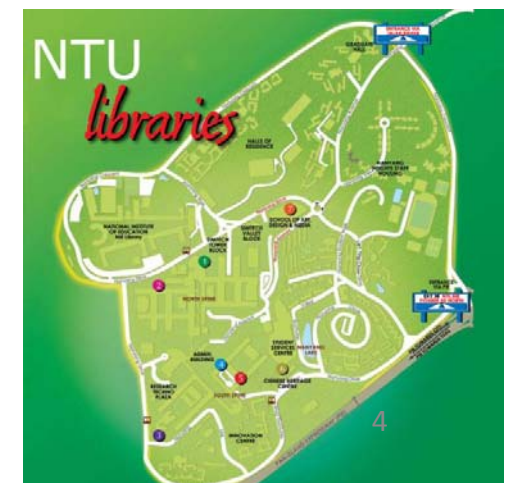
- + 200 hectare residential campus with excellent amenities
- + 23, 480 undergraduates and 10,000 graduate students from 72 countries
- + 3,290 faculty and research staff from 72 countries

About NTU Library



+ 7 Libraries at different locations around the campus

+ Professional staff dual role – subject & operational role



About Instructional Services Division (ISD)

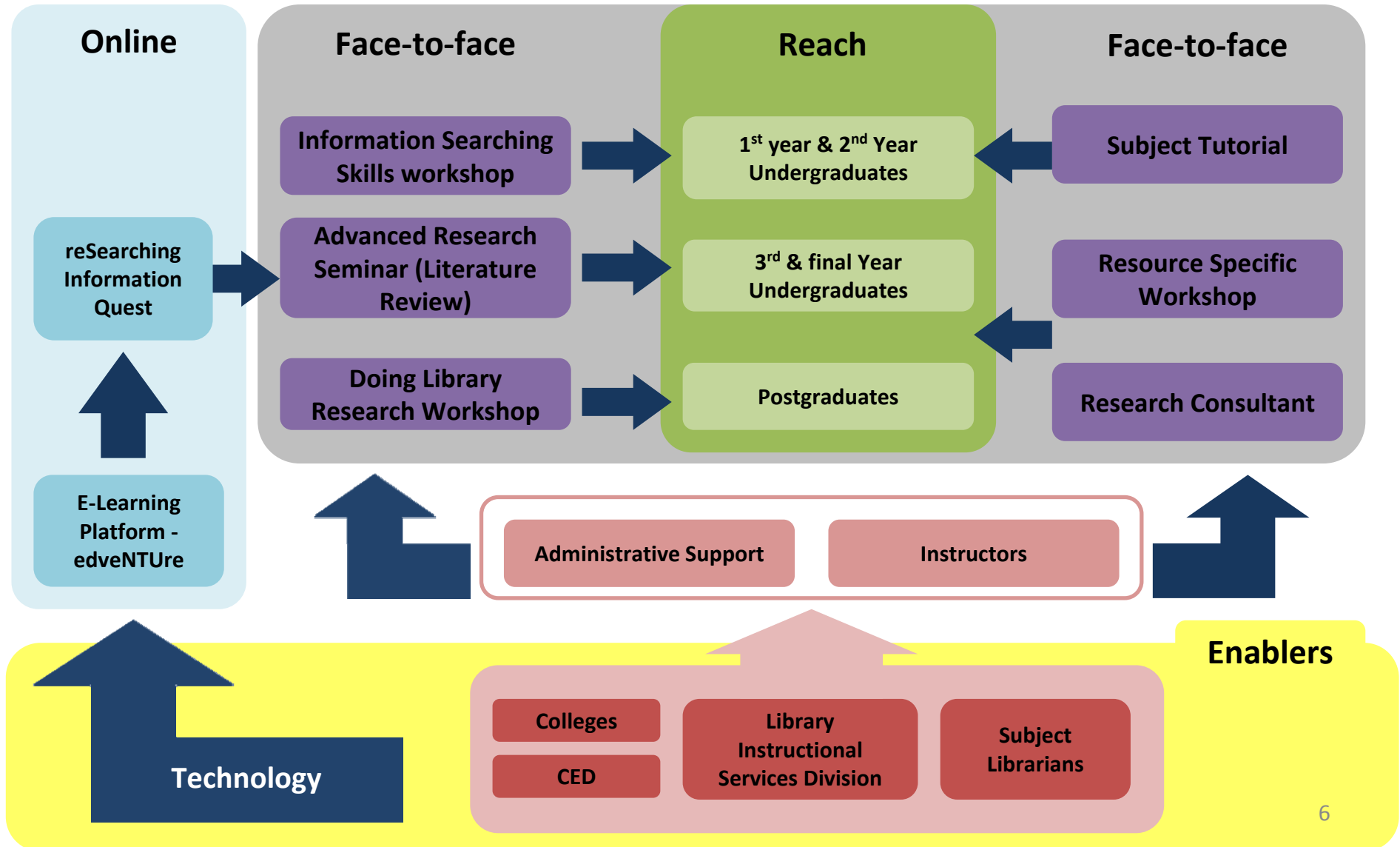
- Formed in **2004**
- Subsumed under **Scholarly Communications Group** in **2010**

Mission

Ensure the provision of quality campus-wide library instructional programmes so that students and staff of the university are **empowered with the necessary information literacy skills** for their **study, research, teaching and work**; thus **enriching and contributing** towards their **advancement of knowledge and lifelong learning**.

Collaborative Information Literacy- Programme Model

Taken from: "Enhancing Student's Learning and Research with NTU Library's Innovative Information Literacy Programmes"
by Akbar Hakim & Jean Koh, Presented in A-LIEP Conference, 3 – 6 April 2006



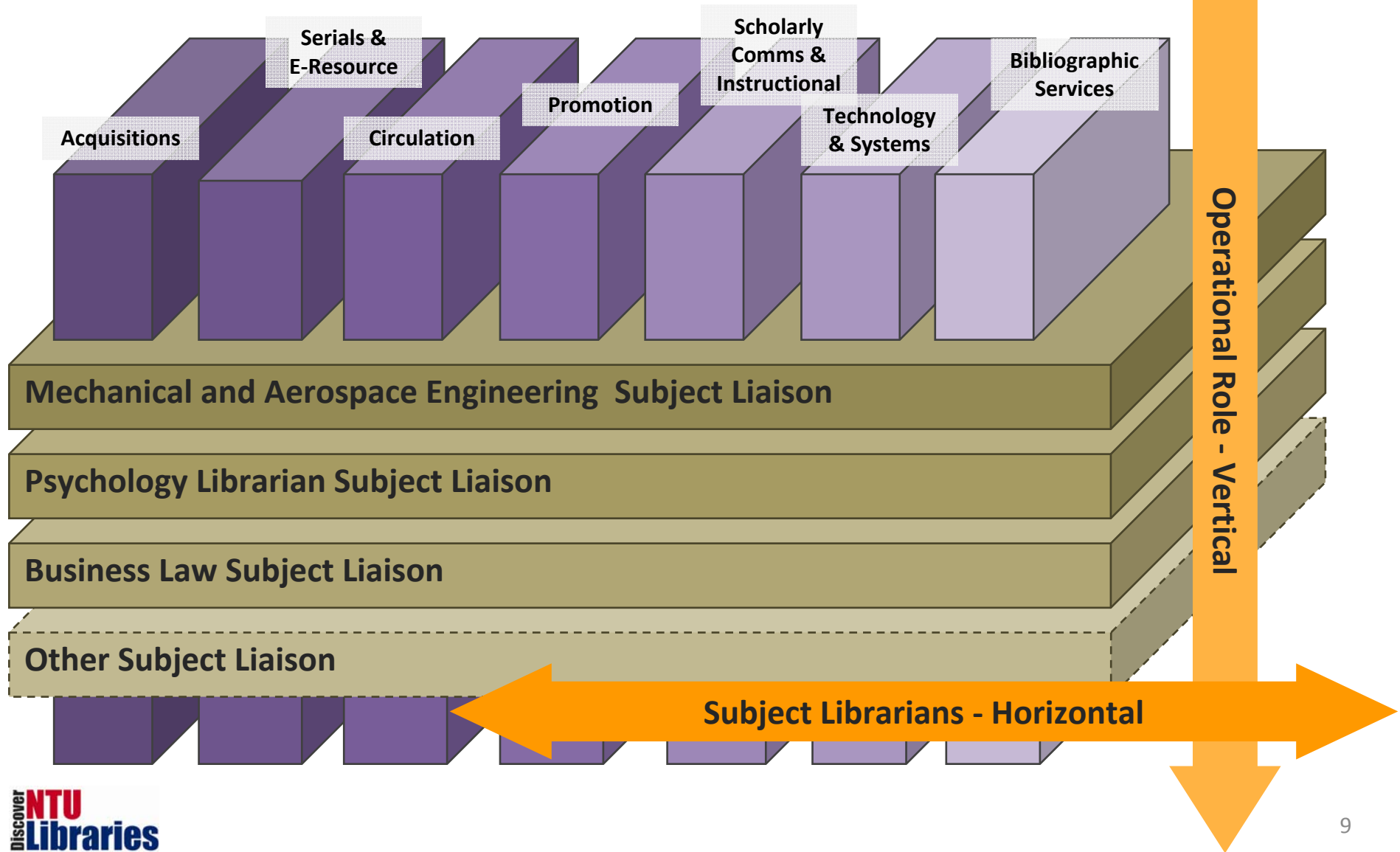
About Collaborative Model

- Comprehensive and incremental model
- Consolidates and rationalizes past programmes into a structure suitable for learning and research environment of the university
- Clear identified Primary objectives:
 - To **empower students** with necessary information seeking skills to explore, find and exploit information that they need for study, research and work
 - To **equip students** with added intellectual skill for lifelong employability
 - To enrich the lifelong learning **experiences of students**

About Collaborative Model

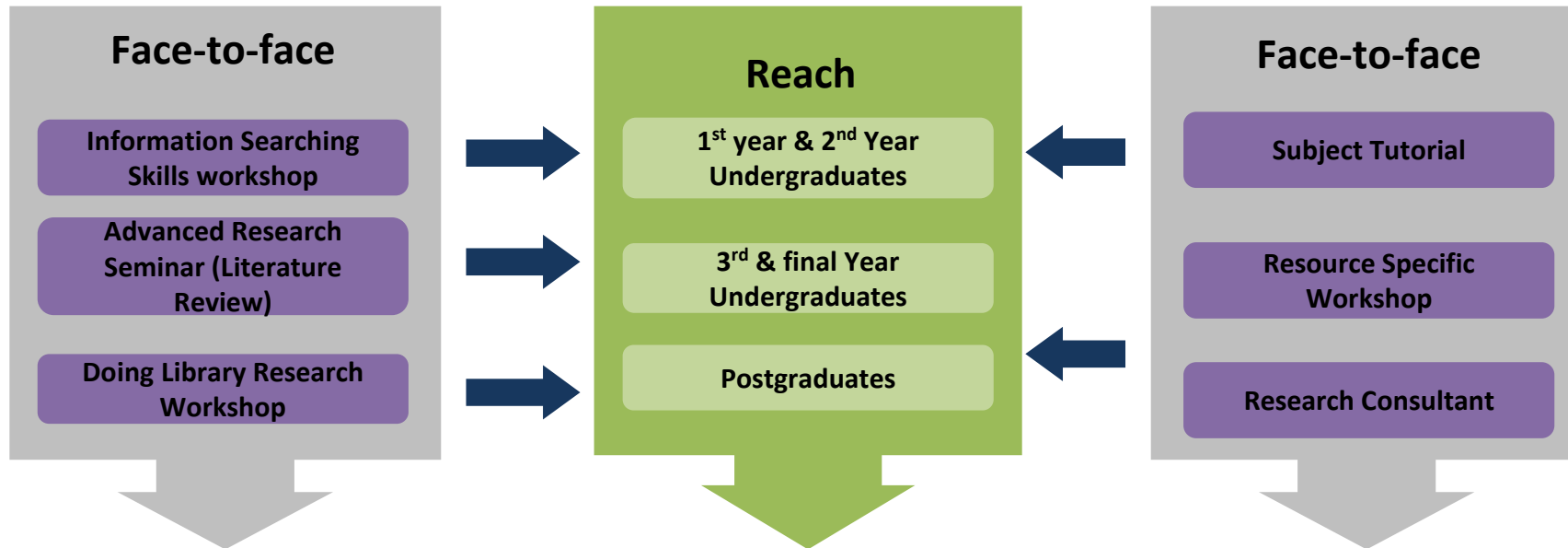
- Learning outcomes clearly identified
- Role of Subject Librarians is crucial enabler of all instructional programmes
- Requires advocacy and support from collaborative partners within schools, university departments and student bodies.
- Leveraging on Technology to deliver information literacy programme anytime and anywhere – Researching InfoQuest

Librarians – Dual Role



Review of the Collaborative Model

- Foreign students & staff have increased, hence different set of challenges when designing and delivering instructional programmes
- Millennia to Z Generation – diversified learning styles
- Require blended mode of delivering instruction that appeals to diverse needs and level of understanding
- Constant evolution of technology
- How to extend reach of instructional programmes beyond those who have not been reached – both students & staff?
- How to increase number of people who attended our sessions?



Library Instructional Matrix V.1 - About

- 39 bite-sized programmes
- Divided into 4 tracks:
 - **Awareness:** To develop a complete awareness of NTU Library resources and services
 - **Research:** To develop academic research skills – information seeking, understanding citations, plagiarism, research methodologies
 - **Subject:** To develop understanding of information structure and management that is specific to various subject discipline
 - **Tools:** To develop skills and competencies to retrieve needed information from various systems like library catalogs, interdisciplinary databases, internet
- Mix and Match
- With clear objectives, target audience and time required for each module.
- Library staff - customize class according to the needs/audience
- Faculty – request customization for class to be conducted for students

Library Instructional Matrix V.1

Objectives

- To provide comprehensive list of instructional courses offered by NTU Librarians
- A guide for students to complement face-to-face instructional sessions
- A guideline for new instructors on board
- Flexible Information Literacy framework for the faculty to choose from

Library Instructional Matrix V.1

Features

- List of instructional courses/workshops grouped under four categories catering to a variety of research needs of NTU students and staff
- Each course comes with a unique Tag Number, Information Outcome, Brief Objective and Estimated Time duration
- Web version of the menu comes along with Online Tutorials, Lesson plans, Notes, Worksheets, Supplementary reading list and more

Findings of Matrix V.1

- Conceptually suited for a larger infrastructure with more resources
- Well received by constrained by limited instructional facilities & resources
- Competing priorities with new schools hence new libraries
- Lack of continuity of leadership – went through 4 changes to date!

Transition between V.1 & V.2

- Instructional facilities
- Instructional posters
- NTU libraries YouTube videos

Matrix V.2

- Update the matrix – to V2
- Update the list of classes we have conducted
- Include column for Medium
 - Graphic (Print posters, online flyers)
 - Video (online)
 - Instruction
- Target group is beyond students, to include Research Staff, Faculty and Administrators

Matrix V2

Workplan

- Phase 1 – May 2011
 - Inventory list of all classes
 - Assign them according to 4 tracks
 - Put in place workflow to “label” new classes with tracks
- Phase 2 – June 2011
 - Update Matrix V2 with list of classes
 - Increased emphasis on Scholarly Communication Related instruction. Target research staff, administrators
 - Update Media Column
 - Identify and phase out modules
- Phase 3 – July 2011 onwards
 - Schedule master calendar
 - Communicate to heads
 - Roster classes
 - Include in Master Calendar

Reflections

- Need for continuity of plans
- Documentation and follow up
- Evolving matrix
- Matrix is living document

Moving forward

- Clear objective for each module
- Commit to scheduling a date for each class communicated
- Obtain buy-in from respective Subject Heads
- Continue to Champion, Support, Facilitate & Enable all instruction classes



New web structure/page

Q & A

Thank you

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